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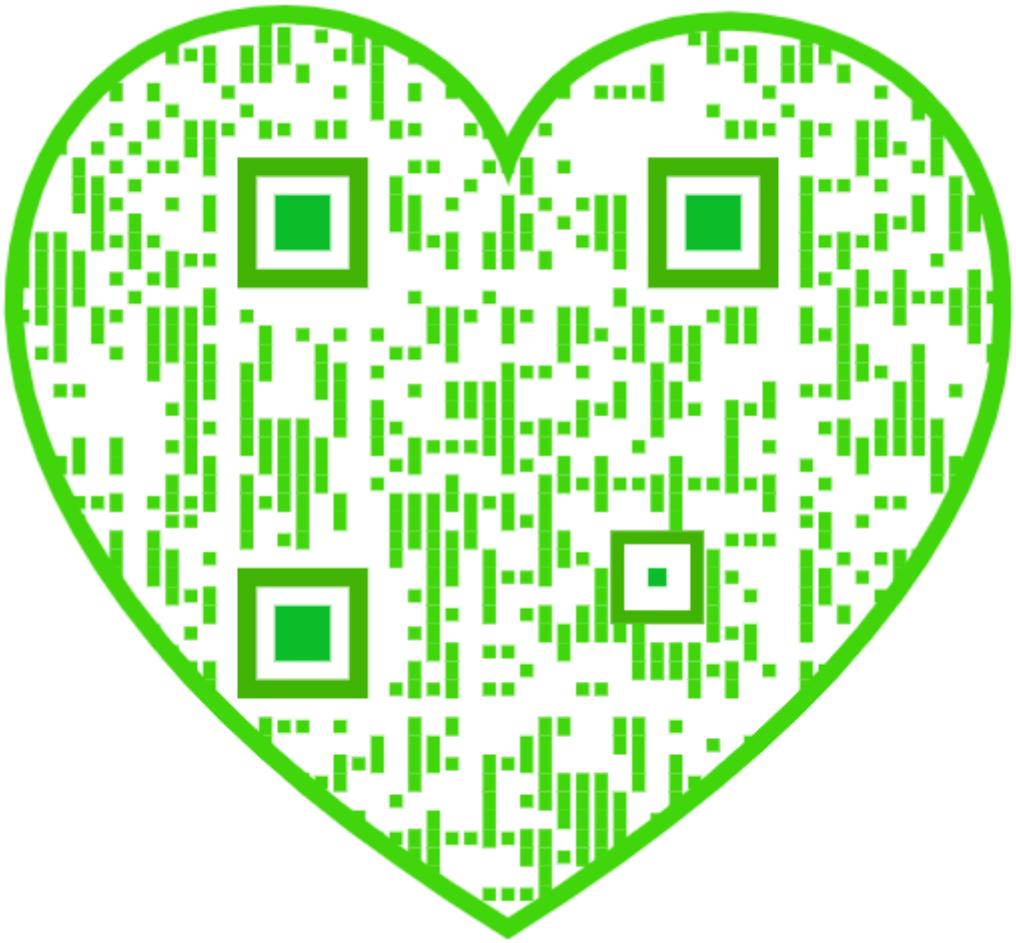

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STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

New Jersey
Geography, History and Civics

IN ACCORDANCE WITH THE STATUTE PASSED AT THE LEGISLATIVE SESSION OF 1919

September 1920

APPROVED BY
STATE BOARD OF EDUCATION
JUNE 1920

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FOREWORD

The following became a law during the legislative session of 1919:

For the elementary grades, a course in the geography, history and civics of New Jersey shall be provided, which course shall be prescribed by the Commissioner of Education, with the approval of the State Board of Education; and the course thus prescribed shall be required in all public elementary schools and shall be taken by all pupils in the grade in which it is given.

In accordance with the provisions of this statute, whose object is to make reasonably certain that pupils in our schools, before they leave the elementary grades, become familiar with the geography resources, history and civics of New Jersey, this outline has been prepared. New Jersey has a most important as well as most interesting place in the history of our country, and with this history all its citizens should be familiar.

Its location in the important industrial section of the East, its unrivalled transportation facilities, its nearness to the large cities of New York and Philadelphia make it of great importance geographically.

This outline should serve the purpose of: first, stimulating the pupils to a better knowledge of their state and its resources; second, arousing in them a higher sense of responsibility as its citizens of the future; and third, increasing their pride in their state.

Many persons feel that the proximity of New Jersey to two great cities, with the business interests of so many of our citizens centered in those cities, causes a lessening of legitimate pride in the fine resources of the state.

If this is true it is unfortunate. New Jersey is a splendid state. Its history is inspiring; its industries are enormous; its material assets of farms, gardens and beautiful hills are unusual; its coast is the playground of America. A state possessing these resources, with two of the great cities of America at its doors, has truly wonderful advantages.

Our young people, who after all are the greatest asset of the state, should be familiar with these facts, and be familiar with them by means of the schools. They ought to have a greater pride in being residents of no mean state among American commonwealths.

This outline has been prepared by Mr. Edgar S. Pitkin, Assistant Commissioner in charge of Elementary Education. In its preparation he has had the fine cooperation of Miss Florence E. Stryker, of the State Normal School at Montclair; Miss Marion G. Clark, of the State Normal School at Newark; and Miss Sarah A. Dynes, of the State Normal School at Trenton.

I hope and believe that the teachers of the state will teach "New Jersey" with enthusiasm and high purpose.

CALVIN N. KENDALL
Commissioner of Education

June 1920

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NEW JERSEY
GEOGRAPHY, HISTORY AND CIVICS

GEOGRAPHY

TO BE GIVEN IN GRADE VII OR VIII AND TO BE TAKEN BY ALL PUPILS IN THE GRADE IN WHICH IT IS GIVEN

1. Position

a. The position of New Jersey in its relation to

(1) Astronomical zone
(2) Continent
(3) Nation
(4) Surrounding states
(5) Large cities of the East, particularly New York and Philadelphia

Develop the idea that a large share of the economic importance of New Jersey depends upon its location as outlined above. For example, the nearness to New York and Philadelphia, with the many railroads crossing the state, determines the type of manufacturing industry as well as the type of agriculture carried on.

b. Land and water boundaries

2. Size: general shape; greatest length and width; latitude and longitude; area

In studying latitude and longitude note other states of Union and countries of Europe in the same latitude. Compare area with New York, Pennsylvania, Texas and other states. Bring out that there are but three states in the Union smaller than New Jersey.

3. Surface and drainage

a. The four physiographic belts or regions. (Have relief maps drawn showing these zones; also simple contour maps)

b. Relative elevation of different zones

c. Mountains and lakes of the northern and northwestern parts of the state

d. The salt marshes or meadows

e. Location of the terminal moraine as marking the southern limit of glacial deposits

f. Passaic, Hackensack, Musconetcong and Raritan as types of true rivers. Maurice River and Toms River as types of the tidal rivers of the coastal plain

g. The sand bars along the Atlantic Coast and how they were formed

h. Water power of the state

i. Water supply systems as depending in large part upon drainage systems. Importance of satisfactory water supply

j. Navigable rivers

4. **Climate.** How affected by nearness to ocean. Prevailing winds and effect upon rainfall

5. **Natural resources and industries**

6. **Forests**
   a. Importance of lumbering today compared with one hundred years ago
   b. Variety of trees found; the pines
   c. The state forest reserves

7. **Animals and game birds**

8. **Fisheries.** Importance of the industry along the Atlantic Coast. Pound fisheries. The shellfish industry.

9. **Agriculture**
   a. Dairying industry of the northern and northwestern part of the state. Relation to soil; also to nearness to markets
   b. Market gardening. Conditions which make for its development, as soil, rainfall, transportation, nearness to markets, comparatively dense population, great numbers of summer visitors
   c. Fruit industry
   d. Potato industry. (Its importance in Monmouth and bordering counties should be made a special topic)

10. Mineral resources

a. Iron mines of Morris and Warren Counties
b. Zinc mines at Franklin in Sussex County
c. Granite, limestone and slate quarries
d. Cement industry
e. Trap rock and its importance in road building
f. Glass sand and the glass industry
g. Clay deposits and clay products as pottery, brick, terra cotta and tile

11. Manufactures

Conditions which help to make New Jersey an important manufacturing state

Natural resources; nearness to coal and iron mines; water power; hydro-electric power; good transportation; labor supply; nearness to the great seaports of New York and Philadelphia

The state ranks sixth (census of 1910) in total value of manufactured products, and leads in the manufacture of silks, in the smelting and refining of copper, in the manufacture of oilcloth, linoleum and sewing machines. Other products in which the state takes high rank are woolen goods, wire, chemicals, pottery, jewelry, paints, varnish and rubber goods.

Pupils should make a special study of the important manufactures of their home town or nearby cities. Thus the pupils of Trenton should make a special study of the pottery industry, those of Paterson of the silk industry, and those of Camden of the talking machine and linoleum industries.

12. Transportation

a. Navigable waters surrounding the state
b. Canals: former importance; why little used now
c. The proposed inland waterway
d. Railroads: important trunk lines and their terminals; local and branch railroads; Pennsylvania tunnel and its value
e. Electric railway systems of the state
f. Hudson and Manhattan tunnels
g. State roads: importance; material used; construction and repair
h. Effect of road improvement on land values
i. Motor truck transportation and its growing importance; its advantages

13. New Jersey as a resort for recreation and health

a. Seashore, mountain and lake resorts
b. Importance from standpoint of health and recreation
c. Economic importance

14. Educational institutions

a. Colleges, universities and professional schools empowered by the State Board of Education to grant degrees

Princeton University, Princeton
Rutgers College and the State University of New Jersey (including the New Jersey State Agricultural College and the Women's College of New Jersey), New Brunswick
Seton Hall College, South Orange
College of St. Elizabeth, Convent
Upsala College, Kenilworth
St. Benedict's College, Newark
St. Peter's College, Jersey City
College of Mt. St. Mary, Plainfield
Stevens Institute of Technology, Hoboken
New Jersey College of Pharmacy, Newark
New Jersey Law School, Newark
Newark Technical School, Newark

b. Normal Schools: Trenton, Montclair, Newark, Glassboro (to be opened September 1921)
c. Public school system
d. Other state schools

New Jersey School for the Deaf, Trenton
Manual Training and Industrial School for Colored Youth, Bordentown

e. Private schools

15. Population

Have graphs made showing growth of population. Distribution of population. Densely populated areas in northeastern and southwestern parts of state. Causes. Have maps drawn showing relative density of population in different counties. Population of several of the large cities of the state in round numbers

16. Counties

Names and location of counties. Counties bordering on the ocean, on Delaware Bay, on New York state, etc. The county seat (local)

17. Cities

In studying each city try to determine advantages of location which affected its growth. Also note the industries of greatest importance in each city

Commercial cities, manufacturing cities, residential cities, summer resorts: types of each

The following cities should be known by all pupils: Trenton, Newark, Jersey City, Paterson, Hoboken, Camden, Elizabeth, Bayonne, Passaic, Perth Amboy, Asbury Park and Atlantic City. All pupils should know other towns or cities of importance in their section of the state

PROBLEMS AND PROJECTS

1. How has transportation affected the distribution of population?
2. Explain the density of population in Hudson, Essex, Union and Camden Counties.
3. If you were going into truck farming where would you buy your farm? Why?
4. If you were going into dairying where would you buy your farm? Why? Consider soil, climate, transportation facilities, markets.
5. Explain the location of oil refineries at Bayonne.
6. Explain the location of silk mills and dye shops at Paterson.
7. Why has Atlantic City grown to be a winter as well as a summer resort?
8. Why is New Jersey a good state in which to live?
9. Are pound fisheries a good thing for the state?
10. If you wished a friend in Kansas to move to your state what would be some of your arguments?
11. When a man is considering moving to a city or town what are some of the things he will wish to find there? List the advantages that your town has as a residential town.
12. What determined the location of the shipbuilding plant at Port Newark (on Newark Bay)? at Camden?
13. Elimination of the mosquito and its effect upon New Jersey.
14. What is meant by meadow reclamation and what will be some of its advantages to Newark, Jersey City, Hoboken, Bayonne and other towns in that section?
15. The Passaic Valley Sewer. What is it? Why necessary? Cost? Built by whom?

16. Why are national immigration laws important to the state of New Jersey?
17. Why is the prosperity of New Jersey so dependent upon the means of transportation?
18. How has New Jersey's growth in population and prosperity been affected by Philadelphia and New York City?
19. Compare the population of New Jersey with that of New York City; Texas; the Plateau Section.
20. In what ways have the Hudson and Delaware Rivers helped in the growth of New Jersey? (Location of railroad terminals, shipping terminals, etc.)
21. Why do so many people in other states come to New Jersey for recreation?
22. Account for the growth of the two most important towns or cities in your own county.

SOME MATERIAL FOR USE IN CONNECTION WITH OUTLINE

AGRICULTURE

New Jersey produced $150,000,000 worth of farm products in 1919. The variety of soil provides nearly ideal conditions for grass, grain, vegetables, fruits and live stock, and there is a high degree of specialization in production. The state possesses some of the most noted herds of pure bred dairy cattle in this country, and early potatoes are shipped in some seasons to every state east of the Mississippi River. The apples and peaches supply the most exacting city markets, and the poultry industry is very great.—*Alva Agee, Secretary State Board of Agriculture*

FORESTS

The forest which originally covered the whole of New Jersey's upland has given way to farms and settlements, as is proper, or persists as a butchered and burned remnant, which is altogether wrong. Of the two million acres (45 per cent of the state's area) still classed as forest, at least 800,000 acres are on soil fit to be cleared and farmed. The rest, be it deciduous forest on the rocky hills of North Jersey, or pine forest on the South Jersey sands, is capable of producing ten times the lumber that it now yields, forty times the taxes, and infinitely more in comfort and pleasure. Jersey's forests are not poor and scrubby by nature; they have been made so by abuse. The state forests contain only 17,000 acres; all the rest is privately owned. By teaching and helping the people to stop forest fires, to stimulate the growth of the trees, and to do a very little tree planting, the state government is causing the forests to be much improved, and this natural resource to be developed.—*Alfred Gaskill, State Forester*

NEW JERSEY ZINC MINES

The zinc mines of New Jersey are located in Sussex County. There are two known deposits—one located in the Borough of Ogdensburg and the other in the Borough of Franklin. The minerals constituting the commercial ores are willemite, zincite and franklinite. Willemite is a silicate of zinc. Zincite is an oxide of zinc. Franklinite is an oxide of zinc combined with iron and manganese. All three minerals are distinct as a unit, yet combined in varying quantities to form the ore mass as mined. The franklinite is slightly magnetic and in the milling process is separated from the willemite and zincite by the aid of powerful magnetic separators.

The chief manufactured products from these ores are oxide of zinc and spelter. Oxide of zinc is extensively used in the manufacture of rubber and in the compounding of paints. Spelter is metallic zinc which is used for galvanizing iron and is a very important article in the various arts and trades.

These zinc ore deposits have been known since the middle of the 18th century but were not commercially mined until about 1850. Since 1850 the development of the known ore bodies, the research, the improvement, and the gradual development of the metallurgical and milling processes necessary for the treatment of these ores have created one of the important mining industries of New Jersey.

The ores from these mines are shipped to the New Jersey Zinc Company (of Pennsylvania) at Palmerton, Pennsylvania, where the ores are smelted and manufactured into the various products.—*E. N. Roselle, Supervising Principal, Franklin*

IRON

The iron mines of New Jersey have been operated since before the Revolutionary War. It was from iron mined in Andover, Sussex County, that many of the cannon used by the American forces were cast. The great iron chain that kept the British out of the Hudson River was forged here.

Morris County is at present the chief centre of the industry, although iron is found in Warren, Sussex, Hunterdon, Passaic and other counties. With the discovery of the great iron deposits in the Great Lakes region, many of the New Jersey mines were abandoned, owing to the greater cost of digging the ore.

The limestone which is necessary in smelting the ore is found in the northern section of the state not far from the iron deposits.

The manufacture of cast iron is largely at Wharton and Dover, in Morris County. At Dover are large stove works, boiler works and other industries using New Jersey iron.

POTTERY INDUSTRY AT TRENTON

Trenton, a city renowned as the largest ceramic center in the world, yields an annual output of more than $9,000,000 worth of pottery wares. Its forty-odd potteries form an immense group that are constantly producing wares of noted merit, varying in nature from the heavy sanitary products made by the Trenton Potteries Company, to the highly perfected pieces of most exquisite china produced at the Lenox Incorporated.

The superiority of these products is shown by the confidence displayed by President and Mrs. Wilson, who recently had designed and fashioned by the Lenox Company at Trenton the handsome new dining service set for the White House.

While the productions of each plant differ, most of the heavier wares are produced from the same clays, and in much the same manner.

Trenton clays are of a coarse nature, used mainly for molds, drying ovens, tiling, or heavy earthenware. Most of the kaolin, the flint, or feldspar, comes from the southern states. Some of the pebbles are dredged from the English channel. The abundance of coarse clay, however, so easily available, gives Trenton the advantage of having the bulk of constructive material near her own door.—*Kathryn Chalmers, Folsom*

OTHER CLAY PRODUCTS

Perth Amboy, Middlesex County, is the center of the greatest clay deposits in the state. In color the clays are either blue, brown, black, red, white, or yellow. The workable beds, which lie at about an average depth of ten feet beneath the surface, range from four to forty feet in thickness. About 25 per cent of all the clay mined is shipped away in a raw condition to other sections of New Jersey and to many of the states east of the Mississippi River. The articles manufactured in this immediate section are hollow brick, ordinary and fancy building brick, fire brick, hollow tile, floor tile, porcelain ware, and terra cotta. Most of the clay shipped from this center is manufactured into electrical insulators, retorts, pottery, sanitary ware, tile and lead pencils.—*S. E. Shull, Superintendent of Schools, Perth Amboy*

GLASS INDUSTRY IN NEW JERSEY

The manufacture of glass has become an important industry in South Jersey because supplies of fuel, ingredients and intelligent labor are near at hand. Beds of sand on the coastal plain contain pure quartz, which is mixed with other substances, such as lime, soda and saltpeter, to make an excellent quality of glass. Limestone from the Kittatinny Mountains and coal from the mines of Pennsylvania can be secured easily because of the transcontinental railroad systems which cross the state. These railroads and the navigable waters offer rapid transportation facilities for the finished product. Skilful workers for the glass factories come from the nearby steam-

ship terminals of Philadelphia, Hoboken and New York. The active business and industrial centers of Glassboro, Bridgeton, Salem, Millville and Vineland depend largely upon their extensive glass factories, which make all kinds of glass articles. About 10,000 people are employed in this industry in New Jersey and they produce about $15,000,000 worth of glass. New Jersey ranks first among the states of the United States in glass products.

WOOLEN INDUSTRY

Over 10,000 persons are employed in the woolen mills located at Passaic and nearby towns. The state as a whole produces woolen goods valued at over $118,000,000 annually.

SILK INDUSTRY

The silk industry is centered in Paterson, where silk manufacturing was begun in 1835. About 25,000 people are engaged in the industry and the value of the annual output is $200,000,000.

BOOTS AND SHOES; LEATHER GOODS

These industries, while found in other cities of the state, are most important in Newark. There are about 125 establishments in Newark which manufacture leather goods. They employ over 7000 people and make an annual product valued at $10,000,000.

JEWELRY

The jewelry industry is also centered in Newark, where 145 establishments employ about 5000 persons and manufacture a product whose annual value is over $7,000,000.

RUBBER GOODS

Trenton's industrial zone has 24 rubber mills, with more than 5000 employees, a yearly payroll of over $5,000,000, and annual finished products of $30,000,000.

The rubber goods made in Trenton include hose of all kinds, automobile tires and inner tubes, rubber tubing, belting, packing, rubber heels, mats, rubber tile for floors, brake lining, fruit jar rings, hard rubber jars for electric batteries, druggists rubber sundries, etc.

Automobile tires are also manufactured at Newark, New Brunswick, Milltown and Rutherford.

OIL INDUSTRY

One of the important industries in New Jersey is that of oil refining and oil distributing. Several important companies center part of their operations at Bayonne.

The crude oil comes from the Pennsylvania, Mid-Continent, Illinois and Mexican fields. The Mexican crude arrives in tank steamers. The crude from the other fields is pumped through 6-inch pipe lines. One company alone operates over 1000 miles of main trunk pipe line and in one field alone receives oil from 18,500 wells, 1125 miles of "gathering up" lines being required. The main trunk pipe lines mentioned above follow the contour of the country, and in order to pump the crude 20 high powered pumping stations are required. Many interesting mechanical devices are used to keep the lines clean and lessen the breakage.

From crude oil over 350 products are made. These fall into the following groups: naphthas, including gasoline and kerosene, refined oils, gas oils, fuel oils, waxes, lubricating oils, cylinder stocks, pitches and coke.

The oil industries located at Bayonne have ideal facilities for both rail and water transportation for their finished products.

These industries provide their own power (both steam and electrical) and lighting plants. In some of them industrial railways are operated.

CANALS AND OTHER WATERWAYS

The Morris Canal crosses the state from Phillipsburg on the Delaware River to Jersey City on the Hudson River. The Delaware and Raritan Canal crosses the state from Bordentown on the Delaware River to New Brunswick on the Raritan River. These were formerly of great importance, but within the last few years, due largely to competition of the railroads, the tonnage carried has been insignificant.

The proposed New Jersey Ship Canal will cross the state at practically its narrowest part from Bordentown on the Delaware River to Morgan on the Raritan Bay, a distance of about 33 miles. The Board of Army Engineers reporting on this canal recommended that it be constructed as a sea-level canal of 25 feet depth and 125 feet bottom width. By this canal the distance from Philadelphia to New York will be 175 miles less than by the outside route. The state by legislation and otherwise is advancing this project as fast as lies within its power.

The inland waterway extends immediately back from the ocean front from Cold Spring Inlet at Cape May to the northerly end of Barnegat Bay, a distance of about 116 miles. It is now being extended from Barnegat Bay by canal to the Manasquan River. The inland waterway provides navigation for vessels of 6 foot draft.

EDUCATIONAL INSTITUTIONS

Princeton University, at Princeton, 10 miles east of Trenton, was founded in 1746 and is the oldest institution of higher learning in the state and the fourth oldest in the country. The town has many historic associations and was the scene of the battle of Princeton, January 3, 1777. The University, which is non-sectarian and not coeducational, comprises an undergraduate department offering bachelor degrees in arts and sciences, A.B., and B.S.; a department of Civil Engineering, offering the degree of C.E.; a School of Electrical Engineering, offering the degree of E.E.; and a Graduate School offering the master's and doctor's degrees, A.M., and Ph.D. In 1918-19 the University had 1825 students.

The University is devoted to liberal studies as distinguished from the purely technical, and has marked characteristics, such as a beautiful campus, a highly developed system of dormitory life and student self-government, the honor system, the preceptorial method of instruction, and a strong traditional spirit of national service.

The Princeton Theological Seminary, situated in the same town, is not now directly connected with the University.

Rutgers College is located at New Brunswick, on the main line of the Pennsylvania Railroad, 30 miles from New York. It was founded before the Revolutionary War, receiving its charter from George III in 1766. It was called Queen's College in honor of Queen Charlotte, and the name was changed to Rutgers College in 1825. In 1863 it organized its Scientific School, and a year later the state of New Jersey made it the State College for the Benefit of Agriculture and the Mechanic Arts; and in 1917 the state designated it also the State University of New Jersey.

There are courses of liberal study, classical and scientific, and courses of technical study in civil, electrical and mechanical engineering, agriculture, chemistry and biology. They lead to the degree of A.B., Litt.B., or B.S. Graduate courses are also offered leading to the Master's Degree, the Doctor's Degree and Engineering Degrees.

Short courses in agriculture in the winter, a summer session and extension classes are also maintained. In 1918 a department of the State University known as the New Jersey College for Women was organized and admitted its first freshman class. Its campus and work are separate from the campus and work of the men's college.

The buildings on the Rutgers Campus are grouped about or near the Queen's Building, a noble erection of the early time. A group of buildings is forming on the Women's College campus. There is a College Farm of 350 acres with its appropriate buildings.

The Stevens Institute of Technology, located at Hoboken, is a college of mechanical engineering and offers a single course leading to the degree of Mechanical Engineer. The term mechanical engineering is used, however, in its broadest sense, to include instruction in electrical, civil, and other branches of engineering.

The Institute was made possible by a large bequest in the will of Mr. Edwin N. Stevens, of Hoboken. It was incorporated by the Legislature in 1870, and was opened for the admission of students in September 1871.

Seton Hall College, South Orange, the first Catholic college in this state, was incorporated under the laws of the state of New Jersey, with the power to confer the usual collegiate degrees, in 1856. It is conducted by the secular clergy of the Diocese of Newark. Students of all denominations are received in the institution.

St. Peter's College, Jersey City, conducted by the Fathers of the Society of Jesus, was founded in 1872, and, like Seton Hall, is empowered to confer the usual collegiate degrees.

The College of St. Elizabeth, conducted by the Sisters of Charity, at Convent Station, Morris County, is recorded as the first registered college for women in New Jersey, and the first Catholic college for women in the United States. It was founded as a high school in 1859, and in 1899 the college course of study was inaugurated under the charter of this state, establishing it as an institution of full collegiate rank. Although Catholic in government, the college receives as students members of all denominations.

Mt. St. Mary's College, Plainfield, the second Catholic institution in New Jersey to offer advanced courses of study to women, was founded in 1908. It is conducted by the Sisters of Mercy.

Normal Schools

The State Normal School at Trenton was opened in 1856. Since then additional buildings have been erected until the property at the present time is valued at more that three quarters of a million dollars. The grounds, including the athletic field, cover an area of more than seven acres. The school is located in a residential section of the City of Trenton and is easily accessible to both the Pennsylvania and the Reading Railroad stations.

Four well equipped dormitories and boarding halls have been erected for the use of the students.

The State Normal School at Montclair is located on a twenty-five acre plot in the northern part of Montclair, Essex County. It would be difficult to find a more beautiful or more healthful site. The grounds have an elevation of 400 feet above sea level and command an uninterrupted view of a landscape of remarkable beauty.

There are two buildings, the school itself and a dormitory—Edward Russ Hall. These are fireproof throughout and are in the Spanish mission style of architecture.

The State Normal School at Newark was erected by the city of Newark and in September 1912, before its opening, was sold to the state. It is one of the most modern educational buildings in the country. It is easily reached by train and trolley from practically all the northern part of New Jersey.

The three normal schools of the state now in operation can accommodate over 2000 students. Tuition and textbooks are free to residents of New Jersey. A graduate of any four year secondary school on the approved list of the state is admitted without examination. Graduates receive permanent certificates to teach in the schools of New Jersey in the grades for which they are prepared. These certificates are endorsable without examination in most states.

TYPE STUDY IN THE GEOGRAPHY OF NEW JERSEY

THE PASSAIC RIVER

Importance

The Passaic River is our most valuable stream from every point of view. Its head waters are the best gathering ground for the water supply of the cities and at the same time most accessible to points of greatest need. More water power is furnished by this system than by any other system in the state. With its tributary streams it has carved passes through the Highlands that have determined the routes

of roads, railroads and canals. Its waters are navigable as far as Passaic, and the largest city in the state has grown up at its mouth. For many years the river has carried not only the surplus rainfall but the wastes of the cities to the sea. The fertile lands of its valley support many truck and dairy farms which supply fresh vegetables and milk to the cities.

Water Supply

The Passaic River has its sources in the Highlands of New Jersey and southern New York State. The divide between the Passaic system and the Walkill, Musconetcong and Raritan rivers varies from 1000 to 1500 feet in elevation, is forested and thinly populated. The forests and the small population make the Highland portion of the drainage basin a very satisfactory region for the location of reservoirs for the water supply of great cities.

The city of Newark has constructed a number of large reservoirs in the basin of the Pequannock, but though the supply averages about 55,000,000 gallons a day, the North Jersey Water Company, acting at the request of Paterson and Newark, has made plans and is starting the construction of a large storage reservoir on the Wanaque River near Midvale, primarily to supply Newark with the additional water which it will need in the near future.

The Montclair Water Company and allied companies operate a large filter and pumping plant at Little Falls from which fifteen communities, aggregating nearly half a million people, are supplied. Among these municipalities are Paterson, Passaic, Montclair, Bloomfield, Kearny, Bayonne, Clifton, Nutley, West Orange.

Water Power

The development of water power has had an important effect on the growth of industry and the distribution of population. In the early days of New Jersey many small mills were located at points in the Highlands where there were rapids or falls. Many of these mills were grist mills and there were also small charcoal blast furnaces located near ore banks where the power furnished by the water was used to force the blast through the furnaces. Most of the mills have fallen into disuse since the building of railroads, as they have been unable to compete with industry on a large scale.

The charcoal blast furnaces were abandoned when coal began to be used for smelting iron. Although there are many places in the Highlands where there is sufficient fall and a fairly constant supply of water for the development of hydro electric power the use of the water for the supply of great cities has interfered with the development of power.

Influence of Water Power on Growth of Cities

There are three points on the Passaic where the development of power on a large scale has been carried out. At Little Falls, where there is a fall of forty feet in three quarters of a mile in crossing Second Watchung Mountain, there are large carpet mills which utilize this power. At Paterson, where there is a drop of seventy feet as the river crosses from the trap ridge of the First Watchung Mountain to the sandstone lowland, the Society for Establishing Useful Manufactures converts the entire force of the river into electric power, which it supplies to the silk mills in its vicinity. This is the best and largest water power development in the state. The growth of this city has been mainly due to the power furnished by the river at this point.

At Passaic the Dundee Water Power and Land Company has built a stone dam across the river, thus causing a fall of from twenty to twenty-four feet, depending on the height of the tide below the dam. The development of power here had a great deal to do with the early development of the woolen industry in this city.

Routes of Transportation

Although the Passaic is used for navigation only to the foot of the Dundee Dam its valley and those of its tributaries have greatly influenced the location of transportation routes.

The first important barriers to westward travel in North Jersey are the Watchung Mountains. Though everywhere less than a thousand feet in elevation these mountains are steep sided and the rock of which they are composed is so hard that tunneling or cutting passes through them is very difficult. Roads and railroads therefore have sought passes already cut by rivers.

The first important highway to the West in this section was the Morris Canal, which crosses these mountains at Paterson and Little Falls close by the river. The Morris Canal was built to compete with the wagon train and pack mule team, and it proved a very successful competitor in pre-railroad days.

The canal was utilized for many years in the transportation of iron and zinc ores, with lime and charcoal for their smelting. The forests along the route of the canal were cut and burned into charcoal for the smelters, sawed into timber or cut into cord-wood to be shipped by canal to tide water.

Later anthracite coal was carried in great quantities from Phillipsburg to towns along the route as far as Jersey City. The rapid de-

velopment of manufacturing in Newark and Jersey City can be dated from the time when the canal brought the first cheap coal to these places.

Today this canal has fallen into disuse because the railroads which parallel its course have proved much more efficient freight carriers. The Paterson branch of the Lackawanna parallels the canal. The Morristown branch crosses the trap ridge at Summit, where the river crossed these ridges in pre-glacial days. The Susquehanna and Western Railroad follows the valley of the Pequannock across the Highlands, and the Morris Canal and the Lackawanna Railroad follow the Rockaway Valley westward from Boonton.

Navigable Portion of the Passaic

The coastline of New Jersey has sunk since the Passaic began its work, thus causing the ocean waters to flow far inland and forming the broad estuary of Newark Bay at the mouth of the Passaic. The water is brackish and the tides rise and fall as far as the foot of Dundee Dam at Passaic. The city of Newark was an important seaport when ocean going ships were smaller than they are now. For many years the harbor was not much used, but recently the city of Newark has deepened the bay and the mouth of the Passaic and has started great industries in the section called Port Newark. Here are great shipyards which built many ships for our government during the war. The people of Newark believe that this port may become the chief freight terminal of the eastern seaboard because of the ease of making connections here between rail and water.

Barges loaded with coal, brick and lumber go up the river as far as Passaic and the people of Paterson argue that the river can and should be made navigable to that city.

This would necessitate the removal of the dam at Passaic or the building of locks to carry boats past it and the deepening of the river bed as far as Paterson.

Farm Lands of the Passaic Valley

In the Highland section the valley of the Passaic and its tributaries are young. They have carved steep sided narrow valleys which afford few opportunities for farming but as these streams emerge on the Piedmont they reach a broad stretch of level land extending eastward to the Watchung Mountains.

At the close of the glacial period this region was covered by a great lake which geologists call the Glacial Lake Passaic. It was caused by

the glacier depositing waste in the old channel which the Passaic River had cut in the trap ridges at Summit. When the ice melted entirely out of the valley the lowest point for the water to escape was by way of Little Falls and Paterson. Gradually streams from the Highlands deposited waste on the bed of the lake, plants grew, decayed and helped fill it, and the river cut down its outlet through the trap ridges until at present much of the old basin is dry land, though the lowest portions, the Great Swamp and Great Piece Meadows, are still marshy. The drier parts of this old lake plain are carefully cultivated. Many dairy and truck farms in this section supply the needs of the large cities near by.

Plans for Prevention of Floods in the Passaic Valley

Farmers who live here claim that the soil of the lower portions, mostly a rich, black loam, is the most fertile in the state and is especially adapted to the growth of onions, celery, asparagus and many other garden crops. The land has, however, one great disadvantage. As it is so low and flat any rapid melting of snow in the spring or unusually heavy rain in the summer causes the river to overflow its banks, destroying crops and damaging dwellings.

The farmers think that the land can and should be drained and summer floods prevented by blasting out a ledge of rock at Two Bridges and lowering the dam at Little Falls. They say that this would add much to the farm land of the state and by abolishing large mosquito breeding areas greatly add to the value of the adjoining residential districts.

The people farther down the river object to this plan because it would increase the danger of floods in the lower and more densely populated part of the valley and would diminish the flow of the river in dry seasons, thus seriously lessening the amount of power generated at Little Falls, Paterson and Passaic.

The Department of Conservation and Development suggests that instead of trying to drain the meadows the old lake should be restored by building a large dam above Little Falls. This would permanently transform the lands subject to floods to a great lake, which would extend from Chatham to Pompton and from Tray Hills and Whippany to Westville and Lower Preakness. This great storage reservoir would greatly increase the water power available at Little Falls, Paterson and Passaic by rendering the supply of water constant; the mosquito nuisance would be abated; the shores of the lake would be attractive residential districts and the lake might furnish water to the cities and

towns near by although the danger of pollution here would be considerable. By storing the flood waters the cities down stream would be relieved of the dangers of floods.

There are many truck farms in the valley below Paterson. The flood plain is narrow and is mostly covered by cities and towns, and the sandstone soils of the higher valley slopes are not particularly fertile, but the nearness to markets makes these farms pay well.

The Passaic as a Waste Carrier

The lower part of the Passaic River has for many years been polluted by sewage from the towns and waste from the mills. A trunk sewer is being built which will carry the waste far out into Newark Bay, thus much improving the sections along the stream.

Comparison of Passaic and other Rivers

Most rivers have their torrential portions in the upper reaches. Here the valleys are young and steep sided and there are many rapids and falls to furnish power. The mature section is usually in the middle portion. Here the valleys are broader, narrow flood plains are developed along the sides of the stream, and the river has a graded course and is used for navigation. Nearer the mouth the valley is bordered with broad, flat flood plains across which the river takes a meandering course. The flood plain is usually fertile but is subject to floods as in the case of the lower Mississippi. In the Passaic, however, the middle portion has the characteristics of an old drainage system; the greatest falls are just below this section, and from Paterson to Newark the valley is a mature valley.

The Danube is in many respects similar to the Passaic. The plains of Hungary may be likened to the meadows above Little Falls, and the Iron Gate to the Paterson Gap; but the Danube has a delta mouth while the Passaic has an estuary at its mouth. It should be interesting to compare the Passaic with other rivers which are important in affecting the lives of people but which are less easily observed by students in New Jersey.

References

Annual Reports of the State Geologist for 1894, 1903, 1905

Report of the Department of Conservation and Development of the State of New Jersey. The Problem of the Passaic Meadows. Henry B. Kummel

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HISTORY

FOREWORD TO TEACHERS

New Jersey history should be taught with especial emphasis on the economic and geographic conditions which have so largely influenced the political and social life of the state. Children should understand that the factors which have made New Jersey a center of industrial life, a feeder of millions, a state of small towns and suburban communities, are her ocean frontage, her many rivers, her fertile soil, her mineral wealth, and her close relationship to her great neighbors New York and Pennsylvania, with whose history her own is closely interwoven.

New Jersey children may be proud of the story of their state, and they will find the study of her three hundred years of life full of interesting and inspiring incident. They can learn that New Jersey was one of the original thirteen colonies, that her early settlers were prosperous and industrious, that they possessed religious freedom and lived under an orderly and well organized English government. They can trace this story through the exciting years of the Revolution and read how nobly New Jersey bore her part in that famous struggle. They will find that New Jersey had an honorable share in creating the constitution and that during the last hundred years of her history she has participated in many great movements and has been the home of many illustrious men. Despite problems and difficulties she is today a virile, cosmopolitan commonwealth.

No attempt has been made in this pamphlet to write a connected history of New Jersey which children can learn by rote. On the contrary, the method suggested is based on the modern educational theory of teaching through the medium of the project, which stimulates the child's interest and creates in him a desire to know more about the subject and to take part in some class exercise whose meaning he understands and enjoys. In order to obtain the necessary information certain quotations from sources have been inserted. These show the kind of material which may be found in New Jersey history.

As the state course of study requires that the history of the state be studied in the elementary grades, each school district should be

equipped with a small library which the teacher and children may use. Much local history may be obtained from county histories, from town records, local and family histories, old newspapers, letters and diaries.

State history should not be presented as a separate or isolated subject but as a vital phase of American history. If developed through the use of the project method and with good illustrative material, teachers will find that the young citizens of New Jersey are deeply interested in the study of the past life of their community and state.

BOOKS ON NEW JERSEY HISTORY WHICH EACH COMMUNITY SHOULD POSSESS

Lee, Francis B. New Jersey as a Colony and a State. 4 vols. Publishing Society of New Jersey

These books are extremely interesting and well written. They have a few inaccuracies but are most useful for schools.

Barber, J. W. New Jersey Past and Present. 1868.

Whitehead, W. A. Contributions to East Jersey History, 1856; *and* East Jersey under the Proprietors, 1846. New Jersey Historical Collections

New Jersey Archives. 10 vols.

New Jersey Historical Society. Publications

Raum, John O. History of New Jersey. 2 vols. John C. Potter Co. Philadelphia

Accurate, full of facts, but poorly organized.

Ellis, E. S. and Snyder, H. History of New Jersey. American Book Co. N. Y.

Very useful small school history. Contains helpful bibliography.

Stockton, Frank R. Stories of New Jersey. American Book Co. N. Y.

Smith, Samuel. History of New Jersey. Published by the state

Out of print, but the book may be obtained from the state library at Trenton.

Urquhart, F. G. History of Newark, N. J.

Gives state as well as local history.

Local and county histories.

Mulford, Isaac S. History of New Jersey. 1851.

OUTLINE OF NEW JERSEY HISTORY

I. THE EARLY INHABITANTS OF NEW JERSEY—THE LENNI LENAPI

1. How the Lenni Lenapi lived
   - *a.* Birch bark houses
   - *b.* What they wore
   - *c.* What they ate
   - *d.* How they played
   - *e.* How they worked
2. How the white men treated them
3. What became of them

SUGGESTED PROBLEMS AND PROJECTS

Fourth Grade

1. Sand-table projects
   - *a.* Make an Indian village showing lodge, dress, customs, occupations
   - *b.* Our town in Indian days, showing its geography, where the Indians lived, etc.
2. Illustrated subject matter problems
   - *a.* How Indian boys and girls lived in New Jersey (This could be worked out in correlation with clay modeling, paper cutting, poster making, weaving, painting, etc.)
   - *b.* How Indian parents cared for their little children
   - *c.* How the Indians helped the white men
3. Problems in dramatization
   - *a.* Robert Treat buying the land for Newark (Same idea applied to local communities)
   - *b.* Dinner among the Lenni Lenapis
   - *c.* A visit from Chief Oraton from Hackensack
   - *d.* Indian clam bake

SUGGESTIONS FOR PAGEANT

1. An Indian village with white people arriving (Let the group arriving represent the people who settled your community)
2. Purchase of land (Local scene if possible; if not, refer to Newark or Elizabeth or Caldwell pageants)

SPECIAL REPORTS

Eighth Grade

1. How the white colonists treated the Indians
2. Indian appeal to New Jersey legislature for purchase of hunting and fishing rights
3. Class project: Investigation of relics, shelter, caves and the search for possible Indian legends. Famous trails across New Jersey

ILLUSTRATIVE QUOTATIONS

New Jersey Indians

The Lenni Lenapi tribes of Algonquins were a simple people who lived along the river valleys, and were especially numerous in the southern part of the state. The name means "Our Men," or "Pure Indians." They were said to be tall and well formed, with black hair and dark eyes. When they were well treated they were friendly and never unkind or cruel.

The warriors shaved or burned off their hair save for a narrow road like a cock's comb from forehead to nape, which they allowed to remain, while the lock at the very crown was permitted to grow still longer. This was the famous scalp lock which every Indian cultivated as a point of honor, defying the enemy to take it if he could.

The men wore few clothes even in winter, when they wore dressed leather leggings, moccasins, and a cloth or apron. The upper part of their bodies was covered by a robe of fur and feathers, which they shifted from side to side to temper the cold wind. In summer they went practically naked, although their bodies were often covered with fancifully painted or tattooed designs.

The women wore short leggings reaching to the knee, skirts made of a square piece of buckskin or cloth woven from native hemp. This they lapped about the waist and wore in winter. They wore also a robe of fur and feathers like the men. They all wore necklaces and earrings of shell beads, long chains of wampum and stone pendant.—*Alanson Skinner. The Indians of Newark before the White Men Came. Newark Museum Association*

The Lenni-Lenapi lived in villages. Wigwams were only used in summer. William Penn says their houses were like English barns, made of mats and tree bark. Young trees were bent to a common center and a shelter was formed by interlacing branches covered with bark. These were called lodges. They covered a space ten or fifteen feet in diameter. The framework was roofed with sedge grass or corn husks or with mats of sewn bullrushes.

Occasionally several families lived in one house, as the Hackensaki tribe.

Inside the lodges it was dark and dirty. A column of smoke arose from the fire in the center. Skins, cooking utensils, food, were scattered about on the earth floor.

In the mountains of New Jersey some Indians lived in caves or rock shelters and many relics have been discovered in these spots.

Our Indians hunted and fished, killed deer, bear, and wild turkey. They used the bow and arrow and made snares and traps. They speared fish and knew how to use a hook and line.

Oysters, clams, lobsters, crabs, were all food for them. In the fields they raised corn, beans, squash and tobacco. They invented succotash, and probably cooked the wild meat they killed. They had no liquor until the white man came among them.

They scratched the earth with hoes of wood and the bones of animals. They made knives, axes, chisels, spears, mortars and pestles of stone. They made dishes of clay baked in the sun, and decorated them. Tobacco pipes were also made of clay.

Our Indians had no birch bark canoes, but they used canoes made out of tree trunks, which were called dugouts.

Making the canoe was hard work, for it was done with fire and stone axes, and must have taken a long time.

In an Indian village the men and women and the boys and girls were occupied in various ways. The men had the easiest life because, except when hunting or fishing, our Indians were rather lazy, and gambled, sang and laughed around the camp-fire. The women planted and cared for the crops, built the houses, took care of the babies, and cooked the food. Old women made pottery and ground the corn for the families to eat.

The boys were taught very carefully to be brave warriors; were trained to endure hardship, to shoot straight, to hunt, to trap, to fish, to fight. When the boy was sixteen he was initiated into the tribe and became a full fledged warrior arriving at man's estate.

There was the Medicine Man, both priest and doctor, who did wonderful things. He could drive out evil spirits, read signs in the clouds, and compound herbs for the sick. He led dances and mystic ceremonies and was regarded with fear and veneration by the little world around him.

Our Indians believed vaguely in a life after death, but they had no conception of a spiritual religion or any sense of individual sin. Heaven was a pleasant place where one had enough to eat and drink and where there were no evil spirits. Our Indians were hospitable and kindly, and no matter how poor the lodge or wigwam, there was always a mat by the fire for the guest, whoever he might be.—*Partly taken from "New Jersey as a Colony and as a State," by Francis B. Lee*

MATERIAL REGARDING NEW JERSEY INDIANS

Geological Survey of New Jersey. Bulletin No. 13. Indian Habitations in Sussex County

Natural History Museum, New York City. Bulletins on New Jersey History

Newark Library Museum. Indians of Newark.

Lee, Francis B. New Jersey as a Colony and as a State. Publishing Society of New Jersey

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Hart, A. B. American History Told by Contemporaries. Macmillan, N. Y.

Hart, A. B. Source Readers. Macmillan, N. Y.

Nelson, William. The New Jersey Indians. New Jersey Historical Association, Newark

New Jersey Historical Association. Collections

II. COLONIAL LIFE IN NEW JERSEY

A. How the white men came to New Jersey
   1. The coming of the Dutch
      a. When they came
      b. Where they settled
      c. How they lived
   2. Where the Swedes settled
   3. The coming of the English
      a. How the English gained possession of New Jersey
      b. How New Jersey was named
      c. Settlement of Elizabethtown
      d. Immigrations of New England Puritans
      e. Quaker settlements in New Jersey
      f. The liberal rule of the Proprietors
      g. East and West Jersey
      h. Change in ownership
      i. Religious toleration
   4. The French Huguenot settlements on the Hackensack

B. How the white men lived in old New Jersey
   1. What kind of homes they lived in
   2. What they wore
   3. How they dressed
   4. How they travelled
   5. What were their amusements
   6. How they spent the Sabbath
   7. How they were educated
   8. How they bought and sold
   9. Slave life in old New Jersey

SUGGESTED PROBLEMS AND PROJECTS

1. How our town was settled
   - *a.* Material
     - (1) Local material collected from children's homes—letters, newspapers, pictures, etc.
     - (2) Town records: New Jersey Historical Association Building, West Park Street, Newark
   - *b.* Procedure—discussion of material
     - (1) Sand-table showing a scene from our town's past history
     - (2) Story of the town written by the children. Local papers might publish these accounts
     - (3) Pageant showing scenes from the town's past history
2. Other settlers of New Jersey
   - *a.* Children make posters showing Puritan, Huguenot, Dutch and Quaker elements in New Jersey history
   - *b.* Make colonial homes of different types; dress dolls to live in homes
   - *c.* Make a Dutch octagonal church, a Puritan church, a Huguenot church, a Quaker meeting-house
3. How the early settlers lived. (The following suggestions may be carried out in various ways—by story, by dramatization or by handwork)
   - *a.* A day in school long ago
   - *b.* New Year's calls in a Dutch village
   - *c.* Breakfast, dinner and supper in old New Jersey
   - *d.* A colonial party. (Children entertain another group whom they invite to a party. Write in old-fashioned language their invitations. Use colonial language and customs, and have colonial food to eat)
   - *e.* The landing of Philip Carteret and his followers
   - *f.* The arrest of Governor Carteret by Governor Andros
   - *g.* Holidays in old New Jersey

Many similar projects will be suggested to the teachers from a study of colonial material

ADDITIONAL PROBLEMS

1. Map of Colonial New Jersey showing principal towns before the Revolution. Put Dutch, Puritan and Quaker in different colors on map.
2. Graph or diagram showing the various changes of government in New Jersey. This may be worked out in various ways.
3. Read old Concessions of Berkeley and Carteret and show how the old colonial government was the great-grandmother of the present government.
4. Trace names of towns, counties, etc., to their sources.
5. What became of the Swedes on the Delaware? (Reference—Original Settlements on the Delaware, Ferris, Wilmington, 1846)
6. Colonial newspapers in New Jersey.
7. The story of Princeton.
8. The story of Rutgers (Queen's College).
9. New Jersey slaves and slavery.
10. George Whitefield and John Woolman.
11. Traveling in colonial times.

ILLUSTRATIVE QUOTATIONS

Wants in New Jersey

Advertisements by Many People

Wanted:—A good schoolmaster for children; one who can teach reading, writing and ciphering, at Raritan, about six miles above Bound Brook. Any person properly qualified may meet with good encouragement by applying to

JOHN BROUGHTON.

Tomorrow at two o'clock in the afternoon, at the Fort there will be exposed for sale at public auction the following goods, belonging to the estate of the late Governor Montgomery:—

A fine yellow Camblet bed lined with silk and trimmed with lace, which came from London.

One fine field bedstead and curtains.

Some blue cloth lately come from London for liveries, and some broad gold lace.

A very fine medicine chest, with a great variety of valuable medicines.

A parcel of sweetmeat and jelly glasses.

A case of twelve knives and twelve forks with silver handles.

A large iron fireplace and iron bars.

All to be seen at the Fort.

This advertisement is to give notice that on the sixteenth day of July, 1716, an Indian man named Nym ran away from his master, David Lyell. Nym is about twenty-one years of age, and is a short, broad shouldered fellow. His hair has been cut off lately and he has a swelling on the back of his right hand. He has with him two new shirts, a new waist-coat and breeches of white coarse linen, a homespun coat, and he wears a hat, shoes and stockings. It is believed that he is trying to get on board some vessel.

Whoever brings the said Indian into the Jerseys to his master shall have forty shillings.

—*Alfred Bushnell Hart, Colonial Children*

A.D. 1684. Extract from letter of John Barclay, Arthur Forbes, and Gawen Lawrie, to the Scots Proprietors

The air in this country is very wholesome, and though it alters suddenly, sometimes being one day hot and another cold; yet people are not so subject to catch cold or be distempered by it as in our country of England. The land lies for the most part pretty high, but on the river and creek sides are many meadows which lie low, from which the country people get their hay, whereby their stocks are maintained in the winter season. Provisions here are plentiful and cheap; there is beef, pork, venison, mutton, fowl and fish, abundance to be had at easy rates; and for drink they have good beer and cyder; and those that are desirous, may have wine of several sorts and other kinds of strong liquors; so that we see little wanting that a man can desire; and we are here sure that a sober and industrious people might make this a rich country, and enrich themselves in it; especially poor people, who are hard put to it to gain bread at home. They work not so hard by one half as the husbandmen or farmers in our country.

There are not many of great trees, but straight and tall, and there be many sorts, oak, walnut, chestnut, cedar, poplar, gum-trees, firrs, pines, birch and beech, and other sorts, which we remember not at present. There are many good orchards of fruit trees, and they make abundance of good cyder, especially at one town called Newark, which is esteemed at New-York and other places, where it is sold beyond any that comes from New-England; There are peaches, and vines grow wild about the river sides, which in season bear good fruit, and grapes; and there are strawberries over all the woods, and many other kinds of good fruits, and at Amboy point and several other places; there is abundance of brave oysters; there will be many houses built there quickly, for many have taken up lots, and all that have taken are obliged to build within a year: There is good encouragement for tradesmen to come over: such as carpenters, masons, and bricklayers, for they build not only of wood, but of stone and brick; yet most of country houses are built of wood, only trees split and set up on end in the ground, and coverings to their houses are mostly shingles, made of oak, chestnut and cedar wood, which makes a very neat covering; yet there are some houses covered after the Dutch

manner, with panticles. The towns are all settled upon rivers where vessels of thirty or forty tons may come up to their doors, and the out plantations generally upon some brook or rivulets, which are as plenty here as in our own country, and curious clear water, and in many places are good spring wells.

—*Samuel Smith, History of New Jersey*

III. NEW JERSEY'S PART IN THE REVOLUTIONARY WAR

A. How the people of New Jersey felt toward the new taxation
   1. New Jersey's "tea party"
   2. The last royal governors
   3. Tories and patriots in New Jersey
   4. New Jersey in the Continental Congress

B. The Revolutionary struggle in New Jersey
   1. Washington's Retreat
   2. Trenton and Princeton
   3. The winter at Morristown
   4. Battle of Monmouth
   5. New Jersey regiments in the war
   6. Revolutionary heroes of New Jersey

SUGGESTED PROBLEMS AND PROJECTS

Eighth Grade

1. Make a map of New Jersey showing Washington's route across the state, emphasizing the important towns through which he passed; the campaign around Trenton and Princeton; Morristown; and the campaign of 1779, showing the British retreat across New Jersey, Washington's pursuit, the battle of Monmouth and the return to Morristown.
2. Have children make the various flag forms used during the Revolutionary period. Place these on their maps.
3. Dramatization
   a. Any local scenes or legends connected with the Revolution
   b. New Jersey Tea Party
   c. An imaginary scene where Tories and Patriots discuss the causes of the war
   d. Washington and Rall at Trenton (Reference—Stryker, Battles of Trenton and Princeton)
   e. Washington and Lee at Monmouth
   f. "Hiding a Tory"

4. Special reports
   a. Caldwell and his hymn-books
   b. What Molly Pitcher did
   c. General Charles Lee in Jersey history
   d. How Paulus Hook was captured
   e. Report on visit to Morristown
   f. What my town did in the Revolution
5. Class projects
   Class book or exhibition of postal cards, pictures, etc., collected by the class, arranged to show Revolutionary story

ADDITIONAL PROBLEMS

1. Read source material showing life of the people and famous episodes in Revolutionary times
2. Dramatization of or discussion of chapters of the Revolution from Stockton's "Stories of New Jersey"
3. Special reports
   a. How New Jersey treated her last royal governors
   b. Readings from "Janice Meredith" and "The Conqueror"
   c. New Jersey Tories and their activities
   d. Washington's discouragements—desertions and Tory sympathizers
   e. How New Jersey was governed during the Revolution
   f. New Jersey signers of the Declaration of Independence
   g. First Constitution of New Jersey, 1776
   h. Washington's strategy in New Jersey campaigns
   i. New Jersey heroes who lost their lives during the Revolution (Reference—Official Register of the Officers and men of New Jersey in the Revolutionary War; Trenton 1872)
   j. Continental currency and the high cost of living
4. Class projects
   As a summary, make a chart showing principal events and personages connected with New Jersey's part in the Revolution

ILLUSTRATIVE QUOTATIONS

Washington's Treatment of the Enemy

The following proclamation was posted in the most public parts of the Jerseys:

"HIS EXCELLENCY GENERAL WASHINGTON strictly forbids all the officers and soldiers of the Continental Army of the Militia, and all recruiting parties, plundering any person whatsoever, whether Tories or others.

"The effects of such persons will be applied to public uses in a regular manner, and it is expected that humanity and tenderness to women and children will distinguish brave Americans, contending for liberty, from infamous, mercenary ravagers, whether British or Hessians."

Trenton, January 1, 1777 GEORGE WASHINGTON

The Pennsylvania Evening Post

New Jersey Archives. Vol. 1

New Jersey Gazette, January 16, 1778

By His Excellency

GEORGE WASHINGTON ESQUIRE

General and Commander in Chief of the Forces of the United States of America

By virtue of the power and direction to me especially given, I hereby enjoin and require all persons, residing within seventy miles of my Headquarters, to thresh one-half of their grain by the first day of February, and the other half by the first day of March next ensuing, on pain, in case of failure, of having all that shall remain in sheaves after the period above mentioned, seized by the Commissaries and Quarter Masters of the Army, and paid for as straw.

Given under my hand at Head Quarters, near the Valley Forge, in Philadelphia County, this 20th day of December, 1777.

By His Excellency's Command GEORGE WASHINGTON

Robert Harrison, Sec'y

Extract from a letter from Kildare, Monmouth County, April 9, 1778 Published April, 1778

"About one hundred thirty-five of the enemy landed on Sunday last about 10 o'clock, on the south side of Squan Inlet, burnt all the salt works, broke the kettles, etc., of some people there who, I fear, wished to serve them—then crossed the river and burnt all excepting Dirick Longstreet's; after this mischief they embarked. The next day they landed at Shark River and set fire to two small works, when they observed fifteen horsemen heave in sight, which occasioned them to retreat with great precipitation, indeed they jumped in their flat-bottomed boats in such confusion that they sunk one or two of them. One of their pilots was the noted Thomas Oakeson. The enemy consisted chiefly of Greens, the rest Highlanders."

IV. THE CRITICAL PERIOD IN NEW JERSEY

How the weaknesses of the Confederation showed in New Jersey

1. Quarrels with New York
2. Internal dissension
3. Financial and political problems

SUGGESTED PROBLEMS AND PROJECTS

New Jersey During the Critical Period

Upper Grades

1. How New Jersey treated the Tories
2. How New Jersey tried to make Trenton the national capital
3. (*a*) The rotating Capital idea—Trenton and Annapolis. (*b*) The Federal Congress in New Jersey
4. New Jersey's refusal to pay her quota
5. New Jersey's war with New York
6. Philip Freneau, his personality and his poetry
7. Brief biographies of New Jersey members of the Continental Congress

Material found in "New Jersey as a Colony and as a State," by Lee, vol. II; and in "History of New Jersey," by Ellis and Snyder

How New Jersey Helped to Make the Constitution of the United States

Eighth Grade

1. New Jersey at the Annapolis Convention
2. New Jersey delegates to the Constitutional Convention
   - *a*. Who they were. (Each delegate should be studied and a brief biography given of him)
   - *b*. Class discussion on the fitness of the men for the work
3. What New Jersey did at Philadelphia: the New Jersey plan
   - *a*. What it was
   - *b*. The famous debate upon it. Hamilton's saying "Pork still with a change of sauce"
   - *c*. Why it failed
4. What New Jersey delegates did at the Convention
   - *a*. Research work in Lee or Bancroft. Report on New Jersey's part in the great decision
   - *b*. Who finally signed at the end
5. New Jersey's adoption of the Constitution
   - *a*. When and how ratified
   - *b*. The strength of the Federalist party in New Jersey

How New Jersey Came Under the New Roof

Eighth Grade

1. Dramatization
   - *a.* Ratification of Constitution of New Jersey
   - *b.* Trenton, December 1787
   - *c.* The final act
   - *d.* Why we can be proud of New Jersey
2. Special report
   Why New Jersey favored the Federalist Party
3. Dramatization
   Scene—1788. Country store in New Jersey or Old Tavern. Group discussing conditions in the country under the Confederation and progress of the ratification of the Federal Constitution. Arguments for and against it. Entrance of couriers announcing its ratification by Virginia and New Hampshire. General rejoicing. Symbolic tableau—"Under the New Roof"

The Constitution in New Jersey

The population of New Jersey at that time was almost exclusively rural; in the West chiefly the descendants of Quakers, in the East, Dutch and Scotch.

This industrious, frugal and pious people, little agitated by political disputes, received the Federal Constitution with joy, and the consciousness that its own sons had contributed essentially to its formation.

On the twenty-sixth of October its legislature called a state convention by a unanimous vote. On the eleventh of December, the convention assembled in Trenton. The next day was spent in organizing the house, all the elected members being present save one. . . . The morning began with prayer, then with open doors the convention proceeded to read the Federal Constitution by sections, giving opportunities for debates and for votes if called for; and after a week's deliberation, on Tuesday the eighteenth, determined unanimously to ratify and confirm the Federal Constitution.—*Bancroft, History of the United States, vol. VI. Page 391*

V. NEW JERSEY IN THE UNION

A. New Jersey at about 1800
   1. Population
   2. Chief cities and towns
   3. Travel and inns
   4. Schools and colleges
   5. Churches
   6. Social life
   7. The beginnings of manufacturing and other industries

B. Development of New Jersey after 1800
   1. Industrially
      a. Inventors—Fitch, Fulton, Edison, etc.
      b. Development of canals and railroads
      c. Growth of great manufacturing plants
      d. Tolls, turnpikes and state roads
   2. Politically
      a. Political parties and leaders in New Jersey
      b. New Jersey in the Civil War
   3. Educationally
      a. Public schools
      b. Normal schools and colleges
      c. Newspapers, authors and libraries in New Jersey
C. New Jersey today

SUGGESTED PROBLEMS AND PROJECTS

New Jersey's Life as a Member of the Nation

Eighth Grade

1. Description of New Jersey in 1790* (Socialized recitation)
   a. Life of the people
      (1) Occupations
      (2) Amusements
      (3) Religious ideas
      (4) Social classes
      (5) Schools in 1790
      (6) Description of a country doctor
   b. Sources
      McMaster, J. B. History of the people of the United States, vol. 1
      Lee, Francis B. New Jersey as Colony and State, vol. 2, chap. XXVIII
      Mellick, Andrew D., Jr. Story of an Old Farm, Somerville, 1889
2. Problems on transportation
   a. Make a map showing the earliest turnpikes, railroads and canals in New Jersey
   b. Class discussion on
      (1) Fitch's steamboat
      (2) The story of Fulton and the Clermont
      (3) Oldest roads and turnpikes
      (4) New Jersey's first canal

*Population of New Jersey in 1790 was 184,139

3. Problems in industry
   a. Special Report
      (1) What New Jersey owes Alexander Hamilton
      (2) The first factory in New Jersey
   b. Collect material from New Jersey's leading industries showing their growth and development—Postcards, catalogs, etc.
   c. Special study on any local industry
4. The slavery issue in New Jersey
   a. Review of slavery in New Jersey to 1800
      (1) Decision of Legislature concerning slavery in 1786
      (2) Slave Law in 1798
   b. Abolition Act of 1804
   c. The story of John Woolman
   d. Slavery in the Constitution of 1844
   e. The underground railway in New Jersey
   f. How New Jersey treated her slaves
5. Religion
   Suggested reports on early New Jersey churches. Their services and customs
6. New Jersey's political parties, from 1789–1860
   a. Hamilton's influence on New Jersey
   b. Democratic leaders in New Jersey
   c. How New Jersey voted in 1860
   d. Why New Jersey was said to be "out of the Union"
7. New Jersey in our own time. Her part in the World War. Woodrow Wilson and his work

ILLUSTRATIVE QUOTATIONS

Schools

The first definite step by the Legislature of New Jersey to provide means of education for the children of the poor was taken in 1817. An act was passed to create a fund for *free* schools, and divers appropriations were made for that object. Under the provisions of this act, aided at various times by subsequent legislation and additional appropriations, the fund steadily increased, until it amounted to $245,204.47. This was in October, 1829. During the years of 1827 and 1828, the public mind exhibited considerable anxiety to bring the fund into speedy application. The legislature was petitioned from numerous quarters to pass a law under which *common* schools might be organized. The subject was referred to a committee in the House of Assembly, who in due time made report that the fund then amounted to $213,840.28, a sum too small to induce them to

recommend any appropriation from it at present. But in order the sooner to carry into operation so great and beneficial a purpose, as that of disseminating *among the poorer classes* of the community useful education, upon which the well-being of society must in some measure depend, they recommended the appropriation of the whole of the bank tax to the increase of the fund. This report was agreed to, and the tax named, amounting to about $11,700 per annum, was added to the fund.

"Your committee beg leave to refer the House to the report of a committee appointed to investigate this subject, accompanying this report. From this the lamentable truth appears, that nearly fifteen thousand persons, over the age of fifteen years, remain in total ignorance, unable either to read or write. At the lowest calculation, therefore, five thousand persons are called upon to exercise the inestimable right of suffrage without either understanding its import or weighing its importance. We learn, too, from this report, that nearly twelve thousand children are deprived of the means of obtaining even the first rudiments of an education. This deplorable state of education, your committe think, calls loudly for the benevolent aid of the Legislature in establishing common schools.

"The present school fund of this state, created since the year one thousand eight hundred and seventeen, amounts to the sum of two hundred and twenty-two thousand four hundred and forty-two dollars, seventy-eight cents; the annual proceeds of which, together with certain other annual appropriations, will yield a revenue of about twenty-three thousand dollars."

—*Joseph Potts, New Jersey Register, 1837*

Railroads

The Camden and Amboy Railroad and Transportation Company, was the first company organized in this state (we believe in this country) for the construction of a railroad. The charter was granted by the Legislature of 1829-30, and the company immediately went to work. The road passes through Camden, Burlington, Whitehill, Bordentown, Yardville, Hightstown, South River Village, Spotswood, and South Amboy, being a distance of thirty-five miles. It was sufficiently completed in 1832 for partial travel, and in 1833 for regular trains of cars drawn by locomotives. The regulations of the company require the cars to run at a speed not exceeding fifteen miles an hour.

In February, 1831, the stock of this company was consolidated with that of the Delaware and Raritan Canal Company, and the fare for carrying passengers across the state limited to three dollars, by legislative enactment.

—*Joseph Potts, New Jersey Register, 1837*

Travel in 1781

Gershom Johnson and James Drobie inform the public that they have provided a convenient flying stage wagon, with four horses at the end of every twenty miles, suitable for carrying passengers and their baggage;

and to engage to go two trips in every week from Philadelphia to Elizabethtown. . . . They will set out from the Bunch of Grapes in Third Street between Market and Arch Streets, in the rising of the sun, breakfast at Four-Lanes-End, shift horses, cross the new ferry just above Trenton Falls, dine at Jacob Bergen's at Princeton, shift horses, lodge at Brunswick; the next day at Elizabethtown at ten o'clock in the forenoon. The price for each passenger will be forty shillings in gold or silver.—*Raum, History of New Jersey, vol. II*

Where New Jersey's First Industries were Born

The first saw-mill was erected at Woodbridge, 1682. The first flourmill was built at Assunpink Creek, Trenton, 1680.

The second paper mill in the country was built at Elizabeth before 1728. In 1769 there were forty paper mills in the state.

The first newspaper was the New Jersey Gazette, issued at Burlington by Isaac Collins in 1777.

In 1791 the Legislature chartered the "Society for the Establishment of Useful Manufactures." This company had the privilege of carrying on all kinds of manufacturing at the Falls of Passaic. It was under the patronage of Alexander Hamilton, Secretary of the Treasury. In 1791 this association founded the town of Paterson, and in the next year the first yarn was spun there. The first factory was completed in 1794 and calico goods were first printed there.

In 1840 the manufacture of silk from the cocoon was begun in Paterson by John Raule of England. Paterson also made the first locomotive engine used in the state in 1837.

The first tannery was established at Newark in 1698, but as early as 1676 shoes were made in Elizabeth.—*Raum, History of New Jersey, vol. II*

MATERIAL

The first steam engine on the Western Continent was erected at the Belleville Copper Mines, near Newark, in 1753, by Hornblower, sixteen years before Watt began his investigations.

The first steamboats driven by single or twin screw propellers were constructed by John Stevens, at Hoboken, in 1802 and 1804.

The "Phoenix," the first steamboat to navigate the ocean, was designed, constructed and navigated by Jerseymen—John Stevens and his son, Robert L. Stevens, in 1807–1808.

The first charter for a railroad in America was granted by the Legislature of New Jersey in 1814, for a railroad from Trenton to New Brunswick during the War of 1812.

The machinery of the "Savannah," the first steamship to cross the Atlantic Ocean, was constructed at the Vail Works, Speedwell, near Morristown, New Jersey, in 1818.

The first steam locomotive in America to convey human beings on a railroad track was constructed at Hoboken in 1825.

The first successful experiments with the electro-magnetic telegraph, based upon the discoveries of Professor Henry, of Princeton College, were made by Vail and Morse at Speedwell Works, near Morristown, in 1838.

SPECIAL REPORTS

1. New Jersey heroes in the War of 1812
   - *a.* William Bainbridge
   - *b.* James Lawrence
2. When Lafayette visited New Jersey in 1824; his reception by the people
3. New Jersey inventors
   - *a.* John Fitch
   - *b.* Stephen Vail
   - *c.* Thomas Edison
4. The present Constitution
   - *a.* When it was made
   - *b.* The chief features
   - *c.* How New Jersey governs herself
5. Why New Jersey is proud of Thomas Edison
6. The life history of three New Jersey industries
7. Famous authors who have lived in New Jersey
8. The story of New Jersey's great seal

SUGGESTED REVIEW PROBLEMS

A. A class project in collecting material to illustrate the following topics concerning famous homes and famous men in New Jersey
   1. Benjamin Franklin and Old Burlington
   2. Boudinot, Belcher and Livingston homes in Elizabeth
   3. Aaron Burr and Witherspoon at Princeton
   4. The story of Fort Lee
   5. Washington's Headquarters at Morristown
   6. Seth Boyden in Newark
   7. Joseph Bonaparte at Bordentown
   8. Burlington's famous folks
   9. Zebulon Pike in Woodbridge
   10. John Frazier at Piscataway—the first American sculptor

11. General Phillip Kearny in Newark
12. Cleveland home in Caldwell
13. Freulinghuysens of Somerville and Newark
14. Orange and Thomas Edison
15. Woodrow Wilson, College president, Governor of New Jersey and President of the United States

Similar projects can be made, based upon the motive places of historical interest.

B. Class maps showing products of New Jersey in 1850 and today. On these maps could be placed industrial centers, railroads and canals

CIVICS

Eighth Grade

A. Local or municipal government

1. Types
   - *a.* City
   - *b.* Town
   - *c.* Township
   - *d.* Village
   - *e.* Borough
2. Distinguishing features and examples of each type
3. Commission government in New Jersey
4. Administrative or executive officers
5. Legislative officers
   Ordinances as distinguished from laws
6. Courts (See special outline)
7. Local boards or commissions, as
   - *a.* Board of health
   - *b.* Board of education
   - *c.* Board of street and water commissioners
8. Functions of local as distinguished from state government

B. County government

1. Administrative officers and their duties
2. Board of freeholders: large boards and small boards
3. Courts (See special outline)
4. Functions of county as distinguished from municipal and state governments
5. County institutions

C. State government

1. Governor—term, how chosen, powers
2. Other administrative officers—practically all appointed by the Governor instead of elected as in many states
3. Duties of state officers

4. The Legislature
   a. Branches; how chosen; term
   b. Legislative committees; how laws are made
   c. The veto power of the governor; compare with veto power of the president
5. Courts of the state (see special outline)
6. Important commissions and boards, as
   a. State board of education
   b. State highway commission
   c. Public utilities commission, etc.
   (See Legislative Manual published annually, a copy of which is in each school)

D. Elections

1. Suffrage qualifications
2. Primaries and general elections
3. Registration, form of the ballot, how marked in voting
4. Corrupt practices law and purity of elections

E. Citizenship

Duties of a citizen
   a. To the community
   b. To the state

NEW JERSEY'S JUDICIAL SYSTEM

(*Outline prepared by Miss Florence E. Stryker, Head of History Department, State Normal School, Montclair*)

A. Local courts in towns and cities

1. Justices of the peace
   a. Elected by the people
   b. Try petty cases only
   c. Both civil and criminal jurisdiction
2. Police courts
   a. Judge appointed by mayor
   b. No juries
   c. Criminal cases only

B. County courts

1. All judges appointed by the governor
2. Grand jury indicts for crime
3. Petty jury tries the case
4. Kinds of courts
   - *a.* Civil Courts
     - Circuit court
     - Court of common pleas
     - Orphans court

     } Tries civil cases, suits about legal questions, property, etc.
   - *b.* Criminal Courts
     - Quarter-sessions—Tries criminal cases, involving crime of any kind
     - Oyer-Terminer—Tries criminal cases, involving capital crime only

C. State courts

1. All judges appointed by the Governor
2. All cases heard on appeal from lower courts
3. No juries
4. Principal courts
   - *a.* Court of errors and appeals—highest court in the state
   - *b.* Supreme court—hears cases from lower courts
   - *c.* Court of chancery—hears will and property cases
   - *d.* Court of pardons—governor sits with judges—grants pardons, remits sentences
   - *e.* Prerogative court—hears appeals from orphans' courts
   - *f.* Court of impeachment

Note. It is not intended that the names of all of the courts of the state shall be taught in detail. They are listed here mainly for reference.

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